

Buist Academy
103 Calhoun Street
Charleston, SC 29401

Grades	K-8 Middle School	
Enrollment	406 Students	
Principal	Sallie L. Ballard	843-724-7750
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	0	0	0	0

IMPROVEMENT RATING

EXCELLENT

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Excellent	Good	N/A
2003	Excellent	Good	Yes
2004	Excellent	Excellent	Yes
2005	Excellent	Excellent	Yes

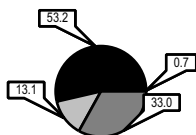
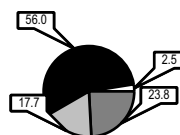
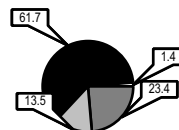
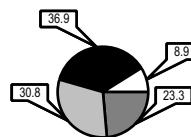
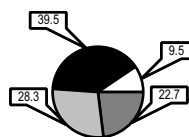
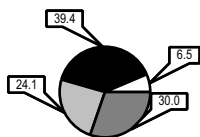
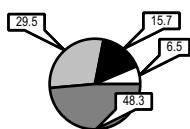
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	286	99.7	0.0	12.8	60.9	26.3	93.2	Yes	Yes
Gender									
Male	136	99.3	0.0	15.2	68.9	15.9	93.2		
Female	150	100.0	0.0	10.7	53.7	35.6	93.3		
Racial/Ethnic Group									
White	179	99.4	0.0	5.7	63.6	30.7	96.6	Yes	Yes
African American	77	100.0	0.0	32.5	51.9	15.6	85.7	Yes	Yes
Asian/Pacific Islander	21	100.0	0.0	0.0	68.4	31.6	94.7	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	274	99.6	0.0	12.6	59.9	27.5	94.1		
Disabled	12	100.0	0.0	16.7	83.3	0.0	75.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	286	99.7	0.0	12.8	60.9	26.3	93.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	286	99.7	0.0	12.8	60.9	26.3	93.2		
Socio-Economic Status									
Subsidized meals	28	100.0	0.0	29.6	51.9	18.5	88.9	I/S	I/S
Full-pay meals	258	99.6	0.0	11.0	61.8	27.2	93.7		

Mathematics – State Performance Objective = 36.7%									
All Students	286	100.0	0.7	13.1	33.0	53.2	94.7	Yes	Yes
Gender									
Male	136	100.0	1.5	11.3	36.1	51.1	94.7		
Female	150	100.0	0.0	14.8	30.2	55.0	94.6		
Racial/Ethnic Group									
White	179	100.0	0.0	8.5	33.3	58.2	96.6	Yes	Yes
African American	77	100.0	2.6	26.0	33.8	37.7	88.3	Yes	Yes
Asian/Pacific Islander	21	100.0	0.0	5.3	21.1	73.7	100.0	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	274	100.0	0.7	13.0	33.0	53.3	94.8		
Disabled	12	100.0	0.0	16.7	33.3	50.0	91.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	286	100.0	0.7	13.1	33.0	53.2	94.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	286	100.0	0.7	13.1	33.0	53.2	94.7		
Socio-Economic Status									
Subsidized meals	28	100.0	0.0	40.7	29.6	29.6	81.5	I/S	I/S
Full-pay meals	258	100.0	0.8	10.2	33.3	55.7	96.1		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	286	100.0	2.5	17.7	23.8	56.0	79.8
Gender							
Male	136	100.0	2.3	15.8	24.1	57.9	82.0
Female	150	100.0	2.7	19.5	23.5	54.4	77.9
Racial/Ethnic Group							
White	179	100.0	0.6	10.7	24.3	64.4	88.7
African American	77	100.0	7.8	35.1	22.1	35.1	57.1
Asian/Pacific Islander	21	100.0	0.0	10.5	21.1	68.4	89.5
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	274	100.0	2.6	17.4	23.7	56.3	80.0
Disabled	12	100.0	0.0	25.0	25.0	50.0	75.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	286	100.0	2.5	17.7	23.8	56.0	79.8
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	286	100.0	2.5	17.7	23.8	56.0	79.8
Socio-Economic Status							
Subsidized meals	28	100.0	11.1	40.7	22.2	25.9	48.1
Full-pay meals	258	100.0	1.6	15.3	23.9	59.2	83.1

Social Studies							
All Students	286	100.0	1.4	13.5	23.4	61.7	85.1
Gender							
Male	136	100.0	0.8	14.3	21.8	63.2	85.0
Female	150	100.0	2.0	12.8	24.8	60.4	85.2
Racial/Ethnic Group							
White	179	100.0	0.0	7.9	20.9	71.2	92.1
African American	77	100.0	5.2	29.9	26.0	39.0	64.9
Asian/Pacific Islander	21	100.0	0.0	5.3	21.1	73.7	94.7
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	274	100.0	1.5	13.7	24.1	60.7	84.8
Disabled	12	100.0	0.0	8.3	8.3	83.3	91.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	286	100.0	1.4	13.5	23.4	61.7	85.1
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	286	100.0	1.4	13.5	23.4	61.7	85.1
Socio-Economic Status							
Subsidized meals	28	100.0	3.7	33.3	22.2	40.7	63.0
Full-pay meals	258	100.0	1.2	11.4	23.5	63.9	87.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	39	100.0	N/A	2.6	38.5	59.0	97.4
	4	50	100.0	N/A	16.0	66.0	18.0	84.0
	5	50	100.0	N/A	40.0	56.0	4.0	60.0
	6	50	100.0	2.0	12.0	66.0	20.0	86.0
	7	48	100.0	N/A	8.3	56.3	35.4	91.7
	8	48	100.0	N/A	10.4	60.4	29.2	89.6
2005	3	40	100.0	0.0	7.7	48.7	43.6	92.3
	4	49	100.0	0.0	8.2	73.5	18.4	91.8
	5	49	100.0	0.0	12.2	67.3	20.4	87.8
	6	50	100.0	0.0	22.9	60.4	16.7	77.1
	7	49	98.0	0.0	12.8	57.4	29.8	87.2
	8	49	100.0	0.0	12.2	55.1	32.7	87.8
Mathematics								
2004	3	39	100.0	N/A	30.8	43.6	25.6	69.2
	4	50	100.0	N/A	24.0	26.0	50.0	76.0
	5	50	100.0	2.0	24.0	36.0	38.0	74.0
	6	50	100.0	N/A	6.0	26.0	68.0	94.0
	7	48	100.0	N/A	10.4	27.1	62.5	89.6
	8	48	100.0	N/A	8.3	50.0	41.7	91.7
2005	3	40	100.0	0.0	20.5	41.0	38.5	79.5
	4	49	100.0	0.0	10.2	30.6	59.2	89.8
	5	49	100.0	2.0	20.4	20.4	57.1	77.6
	6	50	100.0	0.0	4.2	37.5	58.3	95.8
	7	49	100.0	2.1	4.2	22.9	70.8	93.8
	8	49	100.0	0.0	20.4	46.9	32.7	79.6
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	40	100.0	2.6	28.2	43.6	25.6	69.2
	4	49	100.0	0.0	12.2	16.3	71.4	87.8
	5	49	100.0	6.1	20.4	22.4	51.0	73.5
	6	50	100.0	6.3	25.0	14.6	54.2	68.8
	7	49	100.0	0.0	10.4	22.9	66.7	89.6
	8	49	100.0	0.0	12.2	26.5	61.2	87.8
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	40	100.0	2.6	15.4	28.2	53.8	82.1
	4	49	100.0	0.0	2.0	16.3	81.6	98.0
	5	49	100.0	0.0	14.3	14.3	71.4	85.7
	6	50	100.0	6.3	14.6	25.0	54.2	79.2
	7	49	100.0	0.0	16.7	22.9	60.4	83.3
	8	49	100.0	0.0	18.4	34.7	46.9	81.6

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 406)				
Students enrolled in high school credit courses (grades 7 & 8)	50.0%	No change	60.5%	15.5%
Retention rate	0.3%	Up from 0.2%	0.2%	3.0%
Attendance rate	97.1%	Down from 97.5%	97.1%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.2%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.2%	4.6%
Eligible for gifted and talented	74.6%	Down from 80.4%	55.2%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	2.5%	Down from 3.4%	4.3%	13.6%
Older than usual for grade	0.0%	No change	0.3%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.4%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 31)				
Teachers with advanced degrees	77.4%	Up from 74.2%	59.2%	51.8%
Continuing contract teachers	96.8%	No change	88.2%	78.1%
Highly qualified teachers	90.0%	Down from 100.0%	89.0%	89.6%
Teachers with emergency or provisional certificates	0.0%	No change	1.0%	6.0%
Teachers returning from previous year	91.0%	Down from 91.1%	89.3%	85.4%
Teacher attendance rate	95.5%	Up from 95.0%	94.3%	94.9%
Average teacher salary	\$47,287	Up 2.0%	\$44,707	\$41,328
Prof. development days/teacher	9.2 days	Down from 10.3 days	12.3 days	11.5 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	21.4 to 1	No change	22.5 to 1	21.3 to 1
Prime instructional time	91.0%	Up from 90.9%	89.5%	89.3%
Dollars spent per pupil*	\$6,467	Up 3.1%	\$6,150	\$6,022
Percent of expenditures for teacher salaries*	68.6%	Up from 68.5%	62.7%	61.7%
Opportunities in the arts	Good	No change	Excellent	Good
Parents attending conferences	99.9%	Up from 99.0%	98.2%	96.1%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2004-2005 academic year began at Buist Academy on August 3rd with New Parent Orientation. "Back-to-School" Night on August 5th offered both students and parents a time to visit after the summer holiday. Thirty new Dell computers were delivered during the first week of school for the lab. The first round of MAP testing occurred in September. Tied directly to the standards of South Carolina, the test results enabled teachers to plan and adjust instruction to better prepare students for the Palmetto Achievement Challenge Test. MAP was given again in December and March. Faculty team meetings devoted their energies to incorporating the Coherent Curriculum into their daily lessons.

Work and study continued on the Primary Years Program of the International Baccalaureate Organization. In March, seven additional teachers attended PYP training in North Carolina. On May 1st, the school submitted Part A of the application to IB. In the spring of 2006, the school will submit the more in depth Part B of the application. With successful acceptance of the complete application, a full authorization visit would occur in the fall of 2006. Funding for the application process was provided by the Buist Foundation.

Buist received the Palmetto Gold Award for continuing progress in meeting the state standards set for 2010. For a second year the school was recognized as a South Carolina "HUG" School for our efforts and successes in helping historically low performing groups to achieve at the highest levels. For AYP, we met 13 out of our 13 objectives. In October, 30 of our 49 eighth-grade students qualified as South Carolina Junior Scholars based on their PSAT scores. Nine seventh-grade students were recognized as Duke TIP scholars for their high SAT scores. In the National French Exam, 19 of our 27 seventh-grade French students ranked in the top ten at the national level. One of students ranked #1 in the nation. Students in the eighth grade competed against 19,648 other French students nationally. Six of our students placed in the 5th through 11th rankings. For the National Spanish Exam, four of our seventh grade students ranked in the top ten. In eighth grade, five of our students ranked in the top ten. Philanthropic endeavors by the school included a second annual food drive for The Crisis Ministries. Beta Club worked on contributions for Vasanthan Kuppuswamy, a 2004 graduate of Buist. Vasanthan will travel to India for a fourth summer to teach in a rural school. The monies collected will provide educational supplies for his students. Beta Club also collected \$1,500 for Water Ministries to help provide water purification systems for Tsunami victims.

Following the installation of a new lighting and sound system for the stage in 2004, the Buist Theater Company was formed in the middle school. The Trial of the Big Bad Wolf was produced in the fall with Shakespeare's Twelfth Night presented in the spring. Every grade level had the opportunity to perform on stage this year.

Parents were active in the Parent Teacher Association, the Buist Foundation, and the School Improvement Council. The PTA's fund raising in the fall provided additional supplies for each classroom in the building. The Foundation held the autumn auction with the proceeds designated for a complete renewal of the library for the opening of school in August, 2005. The School Improvement Council and its sub-committees were successful in reaching out to the community during our diversity campaign. Our community outreach will continue this summer to ensure our racial diversity.

Sallie L. Ballard, Principal
Bryan W. Blalock, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	27	47	63
Percent satisfied with learning environment	88.9%	91.5%	91.9%
Percent satisfied with social and physical environment	85.2%	93.6%	88.9%
Percent satisfied with school-home relations	80.8%	93.6%	90.2%

*Only students at the highest middle school grade level at this school and their parents were included.